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IDENTIFIERS Library Services and Construction Act; Tutor Training; Volunteer Recruitment

ABSTRACT

The Mastics-Moriches-Shirley Community Library conducted a project in fiscal year 1992 that involved recruitment, retention, public awareness, training, basic literacy, collection development, tutoring, intergenerational/family, and English as a Second Language (ESL) programs. The project served a community of 25,000-50,000 and targeted the learning disabled, inmates of correctional facilities, intergenerational/families, and ESL students. Tutoring was done one-on-one and in small groups, using the Literacy Volunteers of America (LVA) method. The project served 271 adult learners, and provided 7,550 hours of direct tutoring service. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Attachments include: learner information form and program promotional flyers. (SWC)

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ED 416 882

Mastics-Moriches-Shirley Community Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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FY 1992 Final Performance Report

Part 1

1. Mastics-Moriches-Shirley Community Library
   425 William Floyd Parkway- STE 301
   Shirley, NY 11967-3492

2. Prepared by Ellen Gennaro
   (516) 399-1511 Ext. 215

3. Grant number R167A20145

4. Grant amount awarded $34,234.00
   Amount expended $34,197.20

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
_X_ between 25,000 - 50,000
___ between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

_X_ Recruitment
_X_ Retention
___ Space Renovation
___ Coalition Building
_X_ Public Awareness
_X_ Training
___ Rural Oriented
_X_ Basic Literacy
___ Other (describe)_____

_X_ Collection Development
_X_ Tutoring
___ Computer Assisted
___ Other Technology
___ Employment Oriented
_X_ Intergenerational/Family
_X_ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
_X_ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
_X_ Inmates of Correctional Institutions (Did testing onsite)
___ Other (describe) _____

___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
_X_ Intergenerational/Families
_X_ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

___ Laubach _X_ LVA ___ Michigan Method
___ Orton-Gillingham ___ Other (describe)

5. If this project involved tutoring, how was it provided? (check as many as applicable)

X one-on-one tutoring x small group instruction
___classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? x yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

LVA's READ Test(Reading Evaluation Adult Diagnosis) and Botell test are given to Basic Literacy students after one year in the program and ESL learners are given the NYS Place test. Until recently it was the responsibility of the tutor to post-test students, however we found it was often neglected so we decided to do it ourselves here in the office The results are as diverse as the students and their abilities. Some have increased their reading comprehension scores two grade levels in one year while others have made progress only in the word analaysis portion of the test.

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? x yes ___no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

Enclosed is a copy of the Bi-annual Report for LVA-Suffolk County. The "Student Achievements" segment documents qualitative student progress. In addition to these reports our staff maintains personal contact with students and tutors throughout the year and records any problems and achievements in their individual files. Almost all students show an increase in self-confidence due to their interaction with Literacy Volunteers of America.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
___ recruitment brochure
___ resource directory
___ evaluation report
___ survey
___ newsletter(s)
X other (describe)
recruitment flyers

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8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 271
Of those served, how many received direct tutoring service? 151
How many hours of direct tutoring service did they receive? 7,550
How many new volunteer tutors were trained? 50
How many current volunteer tutors received additional training? 20
How many volunteer tutors (total) were involved? 92
How many non-tutor volunteers were recruited? 0
How many service hours were provided by non-tutors? 0
How many librarians were oriented to literacy methods, materials, and students? 15
How many trainers of tutors were trained? 2

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

Part III: Narrative Report

1. Our first objective was to recruit and train 50 new tutors in Basic Literacy and English as a Second Language. We held a Basic Literacy workshop in the fall of 1992 in which 39 tutors were trained and 11 trainees completed the ESL workshop which was held in the spring of 1993. We did not run any cluster training workshops because we were able to meet our goal without them. The main office training staff has found that cluster training is not as effective as they hoped it would be when they developed the idea. Most trainees need someone available all the time to encourage and guide them. They also found that personalities often do not gel and without a trainer present this can be a big problem. We will continue to look for ways to train a small group, when the need arises, but it will be done with a staff member present for the whole workshop.

Our goal was to match 50 students whose reading level is below 5.5 or who require ESL tutoring and we were able to provide 59 Basic Literacy and 24 ESL students with tutors. We offered support to these tutor/student pairs and all the others who were already working together in our satellite district in many ways. We tried to contact everyone by phone at least twice just to keep in touch and offer support. We kept them informed of new materials and programs and offered to do post-testing when it was due. We made sure that everyone knew about LVA-Suffolk County's Recognition/Conference Day in September and gave them the opportunity to provide certificates and awards to their tutors or learners. In June we held our own celebration to thank everyone in our satellite for their participation and we had about 40 people attend. At this event we displayed a lot of our materials and had our computer set up for people to try.

Another of our objectives was to promote family literacy by training 10 new or existing tutors to work with learners who have an interest in reading to their children. In June 1993 we held a 3 hour workshop using LVA's "Reading with Children" training module. We sent flyers to all our local tutors and advertised it in the LVA-Suffolk County Newsletter. We had a very small response. Only 6 people attended and they all wanted to use the techniques with their present learners. Because of this, we did not actively seek learners based on the "read to your children" theme. While that is often one of the goals of our learners, we will continue to address it on a one to one basis

In the fall of 1993, the main office asked us to expand our satellite district and cover three additional library districts. This is in keeping with what all the other satellite offices do and we now are responsible for the tutors and students who meet in 5 different libraries. This means our community awareness campaign has expanded to cover additional areas. Our outreach worker has continued to visit all stores and businesses at least once and most of them twice. Everyone was very receptive and agreed to hang recruitment posters. We also advertised in all our local newspapers and many of them ran the notices for several weeks at a time. We sent letters to every community organization providing them with information and asking for the opportunity to speak to their members. We were only invited to address one group. Several local churches put notices in their bulletins, which resulted in many inquiries for further information. The library newsletter also proved to be an excellent way to reach people in our community and we had good response to our articles. We know that our campaign was effective because when people called for information, both tutors and learners, we asked them how they found out about our program. Many said they had seen a poster or an article in a newspaper. All together we sent workshop schedules and tutor applications to almost 90 people.

Our student recruitment plan was carried out in conjunction with the recruitment of tutors and the community awareness program. Our student application asks learners how they heard about Literacy Volunteers. Again the record of responses indicate that our outreach was very successful. People saw posters, church bulletins and newspaper articles. They were referred by their ESL teachers at the high school, our local assemblyman, BOCES, the Department of Labor, Catholic Charities, social workers and librarians. We processed 104 new student applications- 64 Basic Literacy and 40 ESL.

We continued to urge our tutors and learners to use the computer as part of their tutoring. We purchased several new software programs for students and often introduced them to new applicants who were waiting for a tutor. We had planned to hold an inservice workshop for tutors about computer assisted learning and to make them feel more comfortable using the computer with their learners. Because we got such a small response we decided to do it on a one to one basis making ourselves available whenever a tutor requested help.We hope that with the addition of a mobile cart to house our equipment more people will take advantage of the computer as a learning tool.

We began a program in cooperation with the Suffolk County Division of Alcohol and Substance Abuse Services, testing and evaluating inmates at their DWI Alternative Facility located in our community. Since the inmates are at the facility for 2 to 5 months, tutoring is not a realistic goal, but instead we are doing the preliminary steps and arranging to have a tutor ready when they are released. Not all of the inmates we have tested live in our satellite district, so they are referred to our main office or the appropriate satellite. We only test those inmates who have expressed the desire to improve their literacy skills and make the commitment to work with a tutor when they are released.

We made a staffing change at the end of April. Our outreach worker, Jean Goodwin left for personal reasons and our clerk/typist was promoted to the outreach position. We advertised according to library policy and Civil Service regulations, but we were not able to find a suitable applicant. We decided to eliminate the clerk/typist position for the remaining 5 months of the grant period. The satellite coordinator and outreach worker increased their hours to cover the gap. We filed an ammended budget and got permission to make the changes.

In addition to the staffing changes, we found that the library board required a separate audit of our grant according to the Single Audit Act. The accountant's fee was $800.00 and we were required to pay it out of our grant. When we filed the amended budget, we included this amount- moving it from the "salary" category to "other". We also got approval to spend $400.00 on additional memory for our Macintosh computer. These budget changes did not effect the total amount we requested.

2. We used all but $36.80 of the proposed budget. An amended budget was filed and approved in July, 1993. The comparison between proposed and actual expenditures by budget category is as follows:

	Proposed	Actual expenditure
Salary	$25,819.00	$26,018.15
Fringe Benefits	$1975.00	$1991.67
Travel	$500.00	$500.00
Supplies	$2250.00	$2245.38
Library Materials	$1720.00	$1685.31
Other	$1970.00	$1756.69
TOTAL	$34,234.00	$34,197.20

3 Library materials were acquired in the form of:

Tutorial videos for low level readers and ESL learners

Audio tapes for ESL learners

Computer programs to be used in conjunction with one-to-one tutoring

High interest/low level reading material

Pre GED materials

On site tutor training was provided as follows:

Basic Literacy training workshop- October/November 1992.

ESL training workshop- March/April 1993.

Reading With Children Inservice- June 1993

4. The Mastics-Moriches-Shirley Community Library serves as the site of the satellite office. They provide office space and equipment. They donate the services of an adult services librarian who serves as our Project Director. The library has a special section that houses an excellent "New Reader Collection" and we are encouraged us to add materials for patrons who might need help with literacy skills but who for some reason are not enrolled in our program. Most tutor/learner groups work together on site and the library provides tutoring space. The library newsletter , which is mailed to the community, is a valuable recruitment tool and the library staff often refers people to our program.

5. In our awareness campaign, we contacted almost every business and organization in our satellite district in hopes of getting volunteers. This was done both by mail and in person, whichever was more appropriate. We also asked many organizations if they had any space they could offer for our tutor/learner pairs to meet in since the library is always very busy and private space is sometimes hard to find. Some of the local churches offered their buildings, but most tutors still seem to prefer working at the library. Because we made so many contacts and hung so many flyers it is hard to say exactly where our volunteers came from.

One agency that provided several volunteers for our Basic Literacy workshop was Brookhaven National Laboratory, which is located in our satellite district. They were hoping that the tutors they sent to our training session would be able to work with other lab employees who had low level literacy skills. They did a quite extensive awareness campaign, assuring people that it would not affect their jobs in any way, but they only had one person come forth for help. He was matched with a tutor, but the other people decided to tutor within the community rather than let their newly acquired tutoring skills go to waste. They are still available to tutor at the lab if any one else comes forward.

For our June gathering of tutors and learners, our outreach worker contacted local merchants for door prize donations and we were able to give out more than 30 prizes. They were all happy to have the opportunity to give something toward our program, even if it was just a free pizza.

6. In addition to the Mastics-Moriches-Shirley Community Library, our tutors also meet in the Center Moriches Library, the Patchogue/Medford Library, South Country Library, Brookhaven Library, Brookhaven National Laboratory, St. Jude's Roman Catholic Church, and Grace Lutheran Church.

7. Before the Mastics-Moriches-Shirley Community Library received this grant, the satellite office was run by and Adult Services librarian who spent an average of 4 hours per week dealing with LVA. There was no time to follow up on applications from learners and no time to support those people who were already matched. There was also no community outreach except for the library newsletter. The grant has enabled us to staff the office 4 days per week and meet the needs of many more people. We are able to do the paperwork required by the main office of LVA-SC and follow through and support the students and tutors in our program. Without the grant, it would not be possible for the library to provide this level of support.

LVA-SUFFOLK OFFICE BY JUNE 16, 1993

LEARNER INFORMATION

LEARNER NAME_____

Basic Literacy _____ ESL _____ SEX: M _____ F _____

Has learner's address or phone number changed in the last six months? If so, supply new information: _____

Is your learner handicapped? Yes _____ No _____

(Any type of physical or mental disability that substantially impairs or restricts one or more major life activity.)

☞ ***Your learner must be retested if you have tutored 1 year or more since being matched!***
Call the office and we will arrange for post testing.

Basic Literacy Student
READ TEST (A, B, C, D, E, F, G, H, I, J, J+)
Reading Comprehension Entry Level _____
*Most Recent Post Test Read Comp. Level _____

ESL Student
NYS PLACE (I, II, III, IV)
Test Entry Level_____
Most Recent Test Level_____

LEARNER ACHIEVEMENTS: (Check all that apply)
Has your student in the last 6 months . . . ?

- ❑ been removed from public assistance
- ❑ obtained a job
- ❑ obtained a better job or salary increase
- ❑ obtained a driver's license
- ❑ received U.S. citizenship
- ❑ registered to vote
- ❑ obtained a library card
- ❑ enrolled in another educational program
- ❑ moved from ESL to Basic Reading
- ❑ enrolled in a program for limited English speaking ability
- ❑ obtained a H.S. equivalency diploma (GED)

LEARNER TERMINATION: (If applicable)
Date you stopped working with learner: ____ /____ / ____
REASON: (Check one reason that best explains student's circumstances)

- ❑ Health
- ❑ Childcare Problems
- ❑ Transportation Problems
- ❑ Personal
- ❑ Lack of Interest
- ❑ Job Conflict
- ❑ Tutoring Location
- ❑ Moved/Left Area
- ❑ Met Goal
- ❑ Tutor Termination
- ❑ Tutor/Learner Schedule Conflict
- ❑ Unknown

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SUFFOLK COUNTY, INC.

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SUFFOLK COUNTY, INC.

627 North Sunrise Service Road ▲ Bellport, N.Y. 11713
(516) 286-1649 ▲ FAX (516) 286-1647

Dear Volunteer:

Yes, it's bi-annual tutor report time once again!

We must know the number of hours that you volunteer and the progress of your learner(s). **Lack of this information directly impacts our funding!** If you are **no longer active** in the program, please complete the section on "**Volunteer Information**" and let us know if you intend to continue with LVA in the future or wish to leave the program.

❑ Please complete both parts of this form -- Volunteer & Learner. (**Inactive Tutors** must return forms with Volunteer Information complete.)

❑ If you tutor more than one learner, please complete a Learner Information form for each person you tutor. Forms can be copied, or additional copies will be sent upon request. (Call between 9:00 a.m. and 5:00 p.m.)

❑ Please indicate your learner(s) entry level and most recent **post test** level on the Learner Information sheet.

❑ If you have tutored your student for 1 year from the date you were matched, a post test should be given. Call the office to make arrangements to have your learner post tested. A new post test should be given after each year of tutoring.

❑ Return to LVA-SC office no later than **June 16, 1993.**

Thank you for your continued support of the LVA-SC program. Help is as close as your telephone, keep in touch!

Sincerely,

Maxine Jurow

Maxine Jurow
Executive Director

16

THIS 6-MONTH REPORT IS DUE IN THE

VOLUNTEER INFORMATION

TUTOR NAME _____

Trained in: Basic Literacy ____ ESL ____ Both ____

Has your address or phone number changed in the past 6 months? If so, supply new information: _____

VOLUNTEER INFORMATION (from January 1, 1993 to June 30, 1993)

Number of learners you tutored during this period? _____

How many hours did you spend . . . (project through June 30, 1993)

. . . tutoring your learner(s)? * _____ hrs.

. . . preparing for tutoring sessions? _____ hrs.

. . . testing and evaluating prospective learners? _____ hrs.

. . . helping in the office or at special events? _____ hrs.

* (Group tutoring should reflect hours spent per learner.
i.e. 3 students × 30 hrs. each = 90 hrs. total)

Total _____ hrs.

☞ *Do you wish to continue with Literacy Volunteers?*

YES! In the following capacities:

- ❑ Tutoring (see below) *
- ❑ Workshop Assistant
- ❑ Publicity/Events
- ❑ Recognition Day Ceremony
- ❑ Basic Literacy Tester . . .
  (___ Need Training ___ Already Trained)
- ❑ ESL Tester . . .
  (___ Need Training ___ Already Trained)
- ❑ Office Volunteer

* Do you wish to have a new learner assigned to you at this time? Yes____ No____

NO! Reason for leaving the program:
(You will be removed from our mailing list.)

- ❑ Satisfied with Experience
- ❑ Dissatisfied with Experience
- ❑ Job / School Conflict
- ❑ Moved/Left Area
- ❑ Health/Pregnancy
- ❑ Family Problems
- ❑ Transportation Problems
- ❑ Not Available
- ❑ Other (list) _____

_____

_____

MASTICS-MORICHES-SHIRLEY COMMUNITY LIBRARY

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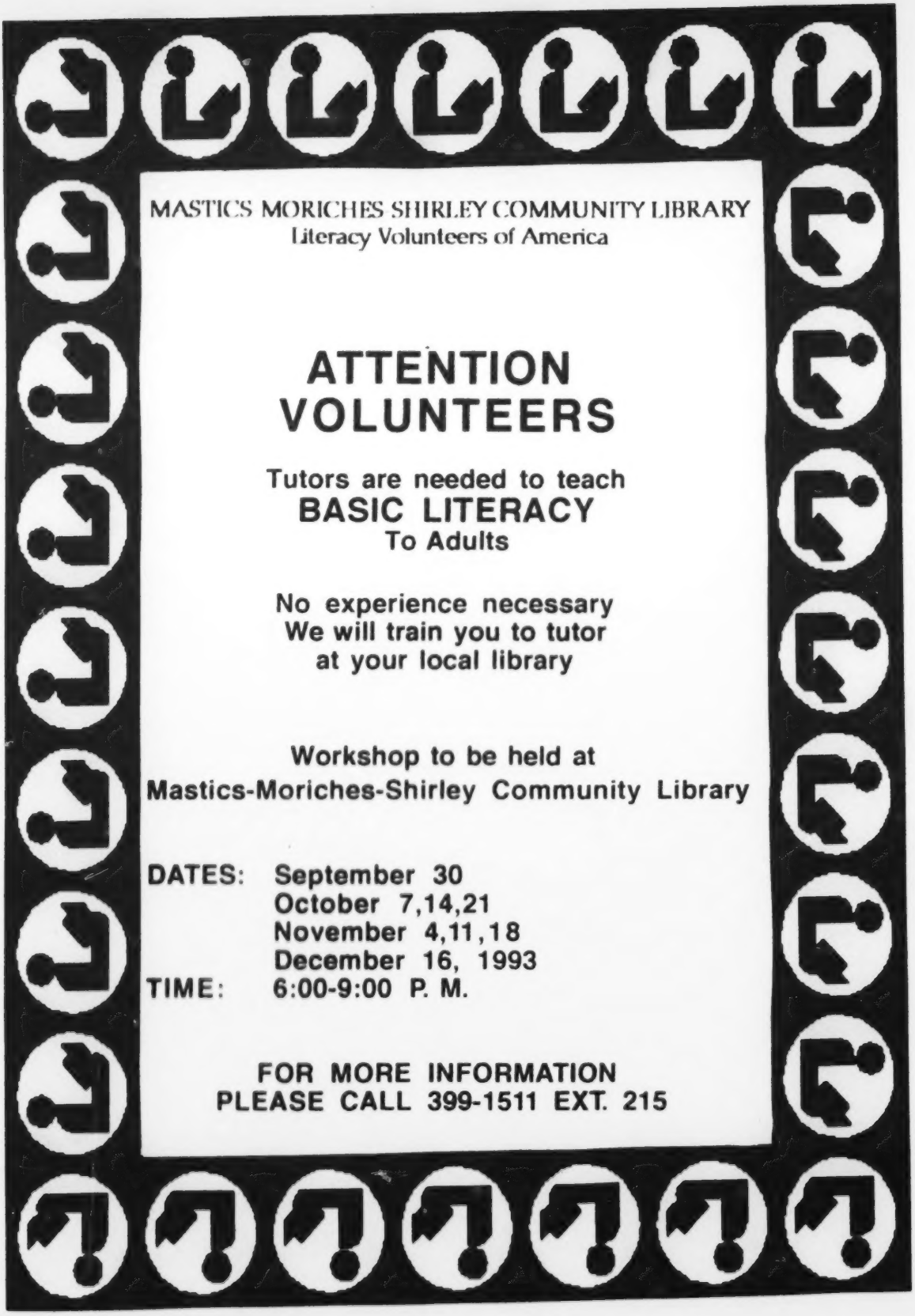

MASTICS MORICHES SHIRLEY COMMUNITY LIBRARY
Literacy Volunteers of America

ATTENTION VOLUNTEERS

Tutors are needed to teach
BASIC LITERACY
To Adults

No experience necessary
We will train you to tutor
at your local library

Workshop to be held at
Mastics-Moriches-Shirley Community Library

DATES: September 30
October 7,14,21
November 4,11,18
December 16, 1993
TIME: 6:00-9:00 P. M.

FOR MORE INFORMATION
PLEASE CALL 399-1511 EXT. 215

MASTICS-MORICHES-SHIRLEY COMMUNITY LIBRARY

LITERACY VOLUNTEERS OF AMERICA

ATTENTION
Basic Literacy Tutors

LVA-National has designed a new training module for basic literacy tutors. This 9 hour class will build upon the skills you have already developed as a tutor and further train you to help parents and caretakers of young children improve their skills and learn to read to their children.

The focus of the training is to teach you to work in a small group format, for a specific number of sessions, striving for a common goal, in this case "Reading With Children". It would also be helpful if your current learner needs help in this area.

Dates: June 3,10, 24, 1993
Time: 6:00-9:00 P.M.
Place: Mastics-Moriches-Shirley Community Library

FOR MORE INFORMATION OR TO REGISTER PLEASE CALL 399-1511 EXT. 215

MASTICS-MORICHES-SHIRLEY COMMUNITY LIBRARY

Literacy Volunteers of America Suffolk County, Inc.

can help you
learn to speak English better...

FREE

For more information
Call: 399-1511
ext. 215

2nd Annual LVA Party!

Last year everyone had so much fun we're doing it again.

When: Tuesday June 29, 1993
7:00 to 9:00 PM

Where: Mastics-Moriches-Shirley Community Library

Why: To thank you for participating in our LVA program

To show you our new materials and let you try our computer software.

To meet other tutors, learners and staff members

RSVP by June 21

Please call 399-1511 ext. 215

Please feel free to bring guests, learning materials or a food treat that others would enjoy.

Literacy Volunteers of America-Suffolk County
satellite at
The Mastics-Moriches-Shirely Community Library

MASTICS-MORICHES-SHIRLEY COMMUNITY LIBRARY
301 WILLIAM FLOYD PARKWAY • SHIRLEY, NEW YORK 11967-3422 • (516) 399-1511

LITERACY VOLUNTEERS OF AMERICA
(516) 399-1511 EXT. 215

TO: **COMMUNITY CHURCHES & SYNAGOGUES**

FROM: **LITERACY VOLUNTEERS OF AMERICA**
Satellite at Mastics-Moriches-Shirley
Community Library

SUBJECT: **TUTOR TRAINING WORKSHOP**

DATE: **AUGUST 2, 1993**

Literacy Volunteers of America will be once again offering a Basic Literacy Tutor training workshop beginning on September 30, 1993. This 24 hour workshop will train volunteers to help other adults in the community who read at a fifth grade or lower reading level. We currently have over 50 people waiting for tutors. If anyone would like to get involved in our program, the time to register is now.

Enclosed are two flyers. One for anyone who is interested in becoming a tutor and one for anyone who may need help. We would appreciate it if you would share this information with anyone who is interested. If you could also put the information in your weekly bulletin it would be most helpful.

If you think your organization would like to learn more about Literacy Volunteers of America we would be happy to come and speak at one of your meetings.

Thank you for your cooperation.